



Job Description for Behaviour Support Practitioner (BSP)

Post Held: Behaviour Support Practitioner

Responsible to: Head Teacher, DHT, AHT, PASL

Liaises with: Class teacher, LSPs, HT, DHT, AHT, SENDCO, PASL, ELT

Salary: Bucks Pay Range 2 £26,522 - £28,742 FTE (Actual starting salary £21,945.44)

This job description lists the key areas for which the Behaviour Support Practitioner is expected to be responsible within the role. The Behaviour Support Practitioner will work as part of the pastoral and behaviour team, supporting pupils with their behavioural, social and emotional needs. The role will include responding to high-level behaviour incidents, supporting the de-escalation of pupils, providing proactive interventions and developing effective approaches to support pupils to regulate their emotions and behaviour.

The Behaviour Support Practitioner will also maintain and develop the school's SEMH support provision, work alongside staff in classrooms and contribute to the development of staff practice through behaviour-related CPD and support.

It is agreed that this job description can be developed at any point to reflect the changing needs of the school. Alongside this job description, you may be requested to undertake other duties from time to time as required by the Head Teacher.

Behaviour

1. Provide targeted behaviour support to pupils and staff to promote positive behaviour, regulation and successful engagement in learning.

- Respond to high-level behaviour incidents and provide calm, appropriate and timely support to pupils and staff.
- Support the de-escalation of behaviour incidents using agreed school approaches and strategies.
- Work alongside staff to maintain the safety and wellbeing of pupils during incidents.
- Support pupils to understand their emotions, behaviour and triggers and develop appropriate strategies for managing these.
- Provide proactive, targeted interventions for pupils who require additional support with behaviour and emotional regulation.
- Develop positive and trusting relationships with pupils and provide individual or small-group support where appropriate.
- Support pupils to develop resilience, emotional literacy, self-regulation and positive approaches to managing challenges.
- Work with pupils following incidents to support reflection, repair relationships and identify strategies to reduce the likelihood of future incidents.
- Provide support within classrooms to help pupils successfully access learning and develop positive learning behaviours.
- Support the implementation of individual behaviour and wellbeing plans where appropriate.
- Work collaboratively with the SEND, pastoral and wider school teams to ensure a consistent approach to supporting pupils.

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2. Maintain and develop the school's SEMH support provision.

- Maintain a safe, welcoming and purposeful SEMH support base for pupils who require additional support with regulation and emotional wellbeing.
- Ensure the provision is appropriately resourced and that activities and resources reflect the needs of pupils accessing the provision.
- Support pupils to use the provision appropriately and develop increasing independence in selecting and using regulation strategies.
- Provide structured, purposeful activities that support pupils to regulate and prepare to return successfully to learning.
- Monitor the use and effectiveness of the provision and identify opportunities for development.
- Maintain accurate records of pupil use and support, in line with school systems and expectations.
- Work with relevant staff to ensure that the provision complements classroom-based regulation strategies and individual wellbeing plans.

3. Support staff development and the consistent implementation of the school's behaviour approach.

- Provide practical advice and support to staff regarding behaviour and emotional regulation.
- Work alongside staff in classrooms to model and develop effective approaches to supporting pupils with behaviour needs.
- Contribute to the development and delivery of behaviour-related CPD for school staff.
- Share effective strategies, resources and approaches with teachers and LSPs.
- Support staff to understand the individual needs of pupils and apply agreed strategies consistently.
- Identify emerging behaviour needs or patterns and share these with relevant members of the senior leadership and pastoral teams.
- Contribute to the ongoing development of the school's behaviour systems, approaches and provision.
- Work alongside teachers and LSPs to identify barriers to positive behaviour and implement appropriate strategies.
- Model effective behaviour management and regulation strategies for staff.

4. Pupil Wellbeing

Provide proactive support for pupils' social, emotional and mental health needs.

- Increase pupils' access to learning through a focus on their social, emotional and mental health needs.
- Provide practical support to pupils to develop coping strategies, resilience and emotional regulation.
- Work with identified pupils, individually or in small groups, to support emotional wellbeing and positive engagement with school.
- Develop and maintain positive and caring relationships with pupils, providing a safe and supportive space for discussion.
- Support pupils with transitions and periods of change or difficulty.
- Identify pupils who may be experiencing increased emotional or behavioural difficulties and provide appropriate early intervention.
- Work alongside teachers, the SEN team and pastoral staff to identify barriers to learning and develop appropriate support.

- Support pupils to develop the skills and strategies needed to manage their emotions and behaviour more independently.
- Maintain appropriate records of interventions and pupil progress and contribute to reviews of support where required.
- Be proactive in responding to pupils' social and emotional needs as they arise.

5. Health and Safety and Safeguarding

- Ensure the safety, wellbeing and safeguarding of all pupils by following the school's policies and procedures.
- Respond appropriately to pupils who are distressed, dysregulated or at risk of harm.
- Follow agreed procedures for managing high-level behaviour incidents and seeking additional support where required.
- Report and record safeguarding, behaviour and wellbeing concerns in accordance with school procedures.
- Maintain confidentiality and ensure information is shared appropriately with relevant staff.

6. Arrangements for Appraisal of Performance

The role of the Behaviour Support Practitioner will be monitored through the school's performance management programme.

Person Specification

	Essential	Desirable
Experience	• Experience of supporting children in a school or similar setting • Experience of supporting pupils with behaviour or additional needs • Experience of developing positive relationships with children who may present with challenging behaviour • Experience of working as part of a team to support pupils	• Experience of working in a behaviour or SEMH support role • Experience of supporting pupils with complex behavioural or emotional needs • Experience of delivering behaviour or SEMH interventions • Experience of working as a TA/LSP in a school
Understanding	• A good understanding of child development and learning processes • A good understanding of behaviour and approaches to supporting children with behaviour needs • An understanding of emotional regulation and strategies that can support children to manage their emotions and behaviour • Awareness of safeguarding, confidentiality and data protection • Awareness of the impact of positive relationships on pupil behaviour and wellbeing	• Knowledge of SEMH needs and appropriate interventions • Knowledge of trauma-informed or relational approaches to behaviour • Understanding of strategies for supporting children experiencing emotional dysregulation
Qualifications or Training	• GCSE English Language Grade C or above or equivalent • GCSE English Literacy Grade C or above or equivalent	• Behaviour-related CPD or training • SEMH or mental health training • Any other qualifications relevant to the post

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	• GCSE Maths Grade C or above or equivalent	
Practical Skills	Ability to; • Support the school's vision and aims • Remain calm and respond appropriately during high-level behaviour incidents • Use effective de-escalation and behaviour support strategies • Build positive relationships with pupils • Plan, resource and deliver targeted interventions • Monitor and evaluate approaches to support • Support pupils with behaviour and emotional regulation needs • Work effectively alongside teachers and other professionals • Maintain accurate records in line with school systems and procedures	Ability to; • Use school information systems to record and monitor support • Use IT effectively to support the role • Contribute to the planning and delivery of staff CPD
Personal Qualities & Attributes:	• Calm, patient and rational • Ability to communicate effectively in standard English • Ability to work independently and as part of a team • High expectations of themselves and the pupils they support • Able to remain professional and solution-focused when responding to challenging situations • Good listening and interpersonal skills • Ability to build positive and respectful relationships with pupils and staff • Flexible and adaptable to the changing needs of the school	• A sense of humour • Resilient and able to maintain a positive approach in challenging situations